



Year 5
Curriculum Meeting for Parents and Carers

Spring 2
Key Information and Dates

Spring 1 Theme: Mother Nature

Big Question: Why are our forests important to us all?



Rights Respecting Schools

Children's rights are learned, taught, practised, respected, protected and promoted.



Personal Development

SMSC - spiritual, moral, social and cultural development.



Fundamental British Values

Democracy, individual liberty, rule of law, mutual respect and tolerance of different faiths and beliefs.

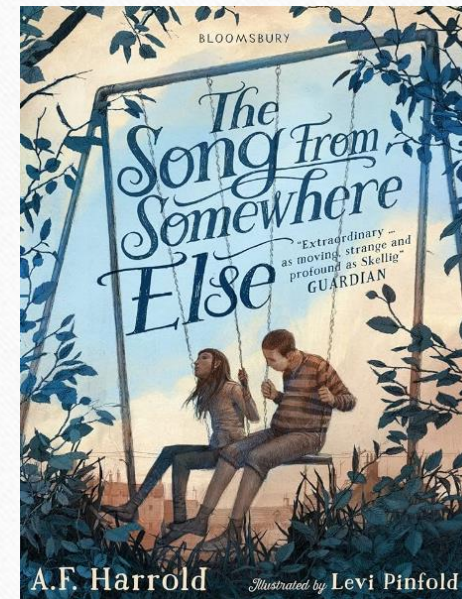
English and English Texts



- English Lessons
- Poetry and creative writing



- Phonics/Take One Book





Maths

EQUIVALENCIES

PERCENTAGES (out of one hundred) DECIMALS FRACTIONS

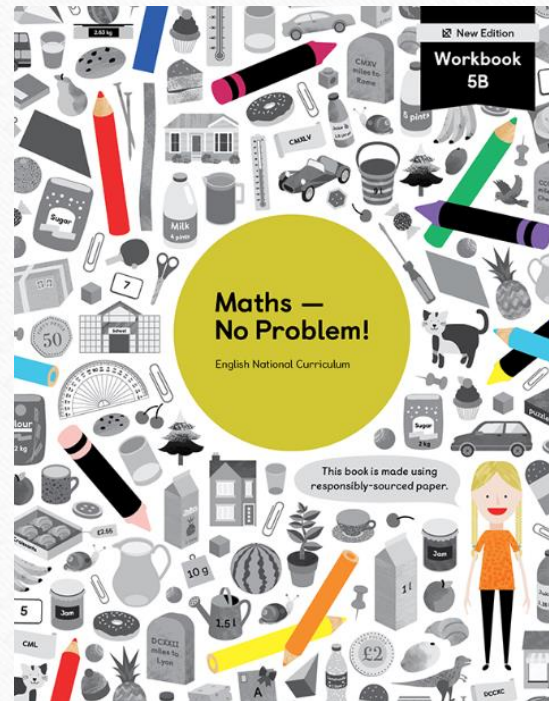
60% = 0.6 = $\frac{60}{100}$ = $\frac{3}{5}$

25% = 0.25 = $\frac{25}{100}$ = $\frac{1}{4}$

72% = 0.72 = $\frac{72}{100}$ = $\frac{18}{25}$

Annotations: "divide by 100" (red arrow from % to decimal), "write it as a fraction out of 100" (green arrow from decimal to fraction), "simplify" (green arrow from fraction to simplified fraction).

Measuring Angles in Degrees Fully Resourced Step →	Classify Angles Additional Supporting Step →	Estimate Angles Additional Supporting Step →
Measuring with a Protractor 1 Fully Resourced Step →	Measuring with a Protractor 2 Fully Resourced Step →	Drawing Lines and Angles Accurately Fully Resourced Step →
Angles on a Straight Line	Calculating Angles around a Point	Lengths and Angles in Shapes



Explore:

Includes questions related to various lesson objectives as an introductory activity for pupils.

Master:

Introduces new concepts through a C-P-A approach with the use of engaging pictures and manipulatives.

Guided Practice:

Children work with a partner for further consolidation of concepts.

Independent:

Children work through questions independently applying skills taught during the lesson.



Science



Simple Machines

Simple machines have few working parts.
They make our work easier and help us move things.
These are a few simple machines.

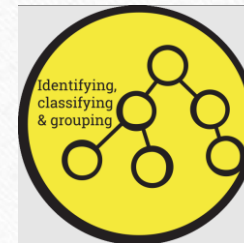
Pulley



Lever



Gears



These are our working scientifically skills that we practice every half term



Geography

Why should the forests be important to us all?



Lesson	Topic: Why should rainforests be important to us all?	Resources <i>Suggested SEND adaptations</i>	Suggested Book Work (📖)	Key Assessment Lesson (✍️)
1	WALT: explore global climate zones and biomes	Twinkl maps of climate and biomes. Atlases and globes. Digital map <i>Focus on key biomes (rainforest, desert, polar)</i>		✍️
2	WALT: understand more about the tropical rainforest biome and temperate biome	Oddizzi 'Layers' section, including videos of different layers. Oddizzi 'tropical' and 'temperate' climate and biomes. 'The Wild Classroom' resources. <i>Scaffolded diagram with vocabulary</i>	📄	✍️
3	WALT: understand who lives in the Amazon tropical rainforest and Epping Forest	Oddizzi 'Plants' and 'Animals' and 'People' section. 'The Hive' resources on Epping Forest. <i>Picture prompts</i>	📄	
4	WALT: consider the significance of the Amazon tropical rainforest and Epping Forest	Oddizzi 'Food and medicine' section. 'The Hive' resources on Epping Forest. <i>Picture prompts</i>		
5	WALT: consider threats to the Amazon tropical rainforest and Epping Forest	Oddizzi 'Deforestation' section 'The Hive' resources on Epping Forest. <i>Word mat with key vocabulary (deforestation, crops, palm oil etc.)</i>	📄	✍️
6	WALT: evaluate the importance of protecting the Amazon tropical rainforest and Epping Forest	Play Oddizzi Rainforest Quiz. 'The Hive' Management section. <i>Picture prompts from lesson 4 and vocabulary from lesson 5</i>	📄	✍️



Design and Technology

- We will continue to follow a design brief to make a pop-up book that will include mechanisms that we will be learning about.





Computing

- This half term we will be studying *Video production*.

1	-To explain what makes a video effective	-I can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos
2	-To identify digital devices that can record video	-I can experiment with different camera angles - I can identify and find features on a digital video recording device - I can make use of a microphone
3	-To capture video using a range of techniques	-I can capture video using a range of filming techniques - I can review how effective my video is - I can suggest filming techniques for a given purpose
4	-To create a storyboard	-I can create and save video content - I can decide which filming techniques I will use - I can outline the scenes of my video
5	-To identify that video can be improved through reshooting and editing	-I can explain how to improve a video by reshooting and editing - I can select the correct tools to make edits to my video - I can store, retrieve, and export my recording to a computer
6	-To consider the impact of the choices made when making and sharing a video	-I can evaluate my video and share my opinions - I can make edits to my video and improve the final outcome - I can recognise that my choices when making a video will impact on the quality of the final outcome



PSHE



Being Me in My World
Celebrating Difference
Dreams and Goals
Healthy Me
Relationships
Changing Me

My Relationship with Food

Smoking

I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.

I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.

Emergency Aid

Alcohol

I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart

I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure



Religious Education (RE)

- The big question in RE this year is ‘**What impact do beliefs have on actions?**’
- This half term we are focusing on ‘*What is thankfulness?*’

Working towards age-related expectations	I can create a piece of art, and thoughtfully explain what the object is and why this is important to me.
Working at age-related expectations	I can create a piece of art that others can easily identify the object I have represented. I can write an explanation that is clear and detailed giving the reasons for my choice of object, and how my ideas link to being thankful
Working beyond age-related expectations	I can create a piece of art that others can easily identify the object I have represented. I can write an explanation that is clear and detailed giving the reasons for my choice of object, and how my ideas link to being thankful. I can explain the impact of thankfulness in people’s lives and link this to a religious teaching on the topic



Physical Education

- PE Days - In Year 5 our PE Days are on Tuesdays and Fridays. This has changed from before.
- This half term we are focusing on handball and basketball
- Please ensure that your child is in the correct school PE kit on the days they have PE.



Behaviour & Expectations

- Punctuality and attendance are crucial - lessons start at 9:00am - remember soft start begins from 8:45am so families can arrive at school from this time.
- Safeguarding: Please do let the teacher know if your child has had an accident or has a mark or bruise. Please do not be offended when we ask about them.
- We expect pupils to make the most of every lesson - focus and attention are key (and we ensure the lessons are enjoyable and memorable).
- Please download the **MyEd App**. If you have concerns about attendance, please speak to Mrs Fordham or Mrs Tshuma.



Home Learning

- Teams logins
- TTRS
- Oxford Owl Logins

Home Learning at Brampton Primary 2022-2023									
Activity	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Reading	Each child should be read to every day. Parents and carers record this at least 5x a week in the reading records.		Each child should read at home every day for at least 10-15 minutes. Parents and carers record this at least 5x a week in the reading records.	Each child should read at home every day for at least 10-15 minutes. They record this at least 5x a week in the reading records.	Each child should read at home every day for at least 20-30 minutes. They record this at least 5x a week in the reading records.			To be implemented in 2022/23: each child to read a banded book, as well as having access to a class library book.	
	Each child to visit the school library once a week and take out a book they would like to have read to them or that they would like to read.								
	Each child to visit their local library on a regular basis.								
RWI/phonics and Comprehension	The sound of the week will be uploaded onto Tapestry. Parents and carers ask questions about the book they are reading to their child.	RWI books will be brought home each week, the sounds at the front of the book need to be practised with an adult at home, each day. The book should be read throughout the week, building fluency. RWI books contain comprehension questions for parents to discuss with their child.		Optional for parents – class teachers will provide a question and answer sheet for comprehension practice each week that can be completed and marked at home.					
	All children have access to Oxford Reading Buddy (ORB) online, where comprehension activities can be completed.				The children will bring home their RWI spelling log book that contains spellings that the individual child needs to rehearse (words that the child is struggling with).				
Spelling	10 spellings will be sent home each week from the National Curriculum based on the child's current level. They will be tested on these spellings in the following week.								
Maths	Each week, the children will be given a practical activity that can be completed at home to consolidate the week's learning. This can be recorded on Tapestry.		Online Numbots activities <i>Number bonds to 20</i>	Online Times Tables Rock Stars (TTRS) activities Y2 – Focus on x2, x5 and x10 Y3 – Focus on x3, x4, x6 and x8 Y4 – All tables			MyMaths At least one task to be set and completed each week.		
	Numbots Activities		MyMaths Activities			Online Times Tables Rock Stars (TTRS) activities			
Projects	Half termly project based on the whole school theme for the half term and the year group 'big question'.								
All children expected to complete.				Optional					



Supporting Pupils at Home

- Please ensure that your child reads every evening (aim for 20 minutes). You can help by discussing the meaning of key words and asking questions about the book that your child is reading.
- Ensure that an adult has signed the child's reading record each day.
- Encourage your children to read a range of reading material - magazines, graphic novels, newspapers etc.
- Children also benefit from being read to.



Brampton Behaviour Policy

- We use BPS points, good news notes and celebration assemblies to reinforce positive behaviours and good work.
- We use a learning zone system in class for behaviour - consequences for not following the school rules include time out in another classroom and a blue letter home.
- Very poor behaviour at break or lunchtime may result in pupils being given a behaviour reflection - missing some of their lunch break with a member of SLT.



Class Worry Boxes

- Worry boxes provide a way for pupils to share any concerns or worries they have with their teacher - there is one in every classroom and these are checked regularly throughout the day.





Healthy Body, Healthy Mind

Please provide your child with:

- A water bottle - the children will have access to their bottle all day.
- A healthy packed lunch or request a school meal.

Optional:

- A healthy morning snack -a piece of fruit.



Key Dates for Spring 2

- Thursday 28th March - Last Day of Term
- Friday 29th March- Friday 12th April 2024 - Spring Break
- Thursday 18th April- Summer 1 Curriculum Meeting



Volunteers

We are looking for parents and carers to volunteer to accompany classes on their educational visits.

We would like to create a bank of people who can be called on to support the school in ensuring all children are able to attend at least one educational visit each half term.

Parents and carers who are interested would be asked to complete a DBS as part of our safeguarding policy.



Any Questions?

